

“The Paris department store [of the mid-1800s] was preeminently the ‘world of women,’ where women were encouraged to find their life’s meaning in consumption and where they increasingly found a role in selling as well. Thus, the department store played a highly significant role in the evolution both of contemporary society and of women’s place in that society.

The buyer’s desire for certain items was created through the tactics of large-scale retailing: publicity [advertising], display of goods, and low prices. The low markup of the large stores allowed lower prices and helped attract crowds of customers from throughout the city. The department stores could not simply depend on the traditional bourgeois clientele of smaller shops and so had to attract customers from among the petite bourgeoisie [lower middle class] by catering to their budgets and their passion for spending. Thus, the department stores brought increasing numbers of people into contact with modern consumer society.”

Source: Theresa M. McBride, American historian, scholarly article, 1978

1. Respond to parts A, B, and C.

- A. Describe the main argument made by the historian in the excerpt.
- B. Describe a relevant historical context for the development discussed in the excerpt.
- C. Explain one way that the development discussed in the excerpt affected European society.

EUROPEAN HISTORY

SECTION I, Part B

Time—40 minutes

Directions: Answer Question 1 **and** Question 2. Answer **either** Question 3 **or** Question 4.

Write your responses in the Section I, Part B: Short-Answer Response booklet. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within the space provided.

In your responses, be sure to address all parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but no credit will be given for notes written in this booklet.

“In the exhilarating period between the years 1600 and 1700, . . . empirical inquiry evolved from the freewheeling, speculative frenzy [of previous centuries] into something with powers of discovery on a wholly new level. . . . [This was] a regimented process that subjected theories to a pitiless interrogation by observable evidence, raising up some and tearing down others, occasionally changing course or traveling in reverse but making in the long term unmistakable progress.

[The new method] permitted nothing but matters of explanatory power, nothing but a theory’s ability to account for the observable, to determine the course of scientific argument. Theology, philosophy, even beauty [became] strictly off limits. Scientists, if they chose to dispute, were obliged to do so in the empirical manner.”

Source: Michael Strevens, *The Knowledge Machine*, 2020

1. Using the excerpt, respond to **parts a, b, and c**.

- a. Describe an argument made in the excerpt.
- b. Explain how one piece of historical evidence not in the excerpt would support an argument about science made in the excerpt.
- c. Explain one way in which the change discussed in the excerpt affected European society in the period 1600 to 1800.

EUROPEAN HISTORY**SECTION I, Part B****Time—40 minutes**

Directions: Answer Question 1 **and** Question 2. Answer **either** Question 3 **or** Question 4.

Write your responses in the Section I, Part B: Short-Answer Response booklet. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within the space provided.

In your responses, be sure to address all parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but no credit will be given for notes written in this booklet.

“In 1658 Sir Edward Dering (1625–1684), gentleman, politician, and poet, spent his summer making and testing medicines in his home in [England]. Sometime in May of that year, he started a new section in his [journal] headed “physical practices” and began writing down a series of recipes for medicinal remedies and records of his own trials of these medicines. . . .

Dering’s enthusiasm for recipes and recipe trials was not unusual. In fact, early modern English gentlemen and gentlewomen were gripped by recipe fever. They eagerly exchanged know-how and . . . diligently wrote down the treasured knowledge in notebooks of all shapes and sizes.

The rich archive of surviving texts and the continual appearance of recipes in personal writings and in literary works attest to the importance of recipe collection and exchange as a social and cultural phenomenon in early modern England. Masters and mistresses of large households were expected to have basic knowledge of [natural remedies], cookery, and sugarcraft [the making and use of sugar].

Gentlemen and gentlewomen dedicated considerable time, manpower, and resources to all kinds of home-based health care. Not only was the household considered the first resource for dealing with many medical ailments, . . . [but] domestic space was one of the main sites for medical intervention and the promotion of health. Householders were quick to combine self-diagnosis and self-treatment with commercially available medical care, and many produced their own homemade medicines. Gathering, trying and testing medicines and, relatedly, foods were part of this set of activities to gather and construct knowledge about health and the body.”

Source: Elaine Leong, historian, *Recipes and Everyday Knowledge: Medicine, Science, and the Household in Early Modern England*, 2017

1. Using the excerpt, respond to **parts a, b, and c**.
 - a. Describe an argument made in the excerpt.
 - b. Explain how the approach to knowledge described in the excerpt reflects developments of the 1500s and early 1600s.
 - c. Explain one effect of the changes in European medicine during the late 1700s and 1800s.